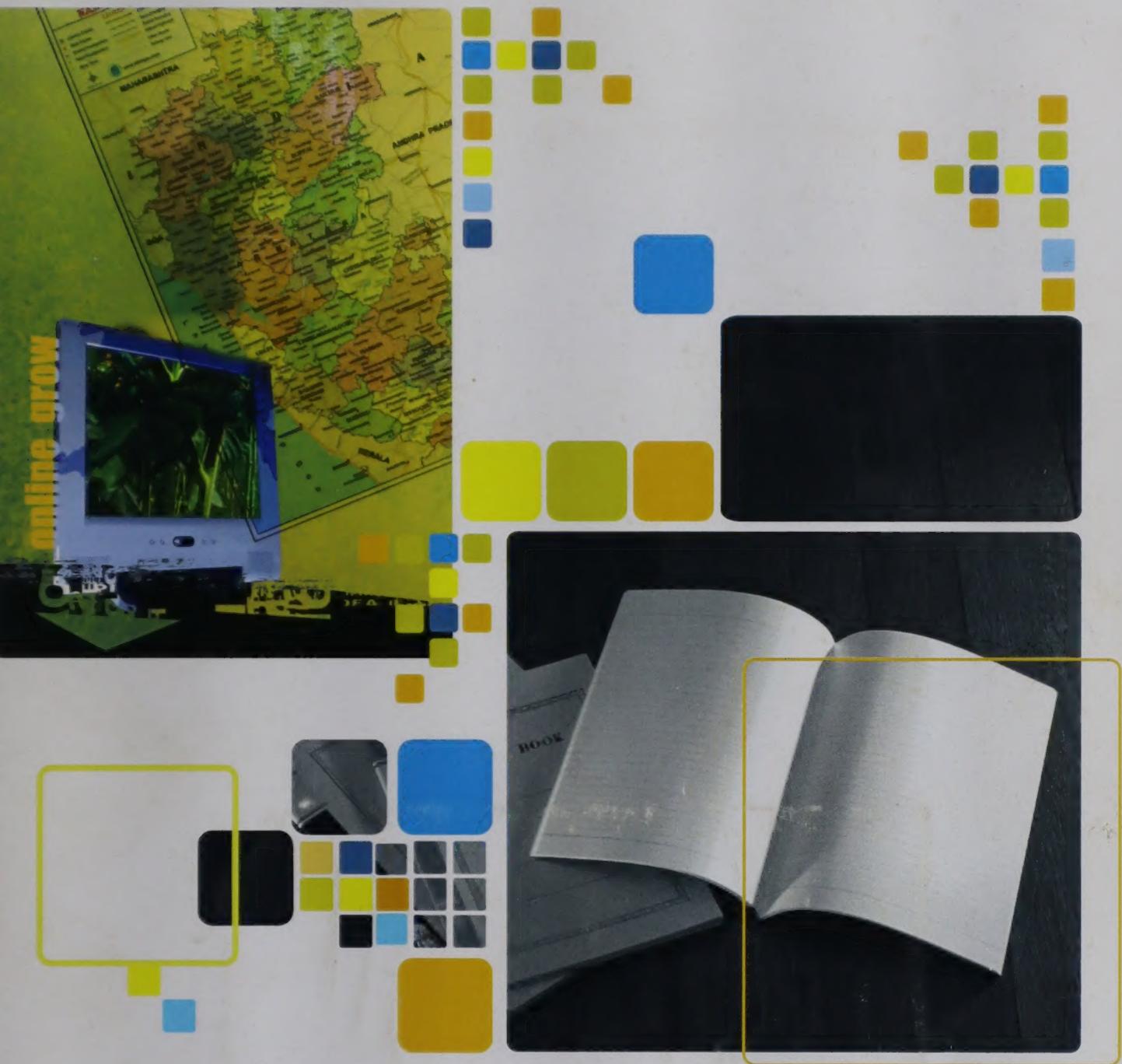


REPORT SUBMITTED BY EXPERT COMMITTEE ON
Reform and Rejuvenation of the Universities of Mysore
and Karnataka: An Agenda and A Roadmap



KARNATAKA JNANA AAYOGA
(KARNATAKA KNOWLEDGE COMMISSION)
GOVERNMENT OF KARNATAKA

AUGUST 2011



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Reform and Rejuvenation of the Universities of Mysore and Karnataka: An Agenda and A Roadmap

**Karnataka Jnana Aayoga
(Karnataka Knowledge Commission)
Government Of Karnataka
October 2009**

Foreword

The present time is characterised by the dawn of Knowledge societies. In these emerging times of knowledge society and economy, there are paradigm shifts in our understanding of and approach to education. Higher education has, more than ever, become both a singular tool of pursuance of the realities of Knowledge society and an end in itself. As a consequence, higher education has moved from Government's interest to its key agenda.

Universities set standards in higher education. Quality and excellence are the defining principles and the Universities have to pursue them relentlessly. In Karnataka, much is desired from University education. A sense of wanting in terms of quality and services are often felt. Simultaneously, a huge potential for excellence is also present. Consequentially, a sense of urgency strongly prevails with respect to the task of restructuring, rejuvenating and revitalising of the University education. In this background, Karnataka Knowledge Commission took up the task of transforming two of the oldest Universities of the state – Universities of Mysore and Karnatak, into trend-setting ones. The idea was to have a model in the context of the state towards which other state Universities can look up to, emulate and benefit from its expertise and experience.

Dr. K. Kasturirangan, Chairman of Karnataka Knowledge Commission, constituted an Expert Committee with Prof. (Dr.) N. R. Madhava Menon, Prof. P. Rama Rao, Prof. Goverdhan Mehta, and Prof. M. S. Thimmappa



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on 12th May, 2009. This Committee was entrusted with the onerous task of working out a blueprint for the desired transformation. I, with a lot of pleasure and pride, would like to present the report of the Expert Committee and hope that it will herald much needed impetus to higher education in Karnataka.

It is my pleasant duty to express my kind gratitude to Prof. P. Rama Rao, Prof. (Dr.) N. R. Madhava Menon, Prof. Goverdhan Mehta and Prof. M. S. Thimmappa for their time and contribution in this effort.

I also thank Sri B. S. Yedyurappa, Honourable Chief Minister of Karnataka, Sri Arvind Limbavali, Honourable Minister for Higher Education and Sri A. S. Srikanth, Principal Secretary, Department of Higher Education, Government of Karnataka for their encouragement and constant support in this endeavour.

I also thank Prof. S. K. Saidapur, Vice-Chancellor, Karnatak University, Dharwar and Prof. V. G. Talawar, Vice-Chancellor, Mysore University, Mysore and their staff for their meaningful participation in this effort. I also extend my thanks to the members of Syndicate, Academic Senate, teachers, non-teaching staff and students for their valuable suggestions during interactions.

I am also pleased to acknowledge the participation of Prof. Pankaj Chandra, Director, IIMB, Bangalore, Sri Dileep Ranjekar, CEO, Azim Premji Foundation, Bangalore, Prof. Arkalgud Ramaprasad, University of

Illinois, Chicago in the formulation of the ideas for the report. I would like to extend my gratitude to all the former Vice-Chancellors, Senior Academicians and Corporate Leaders who provided their valuable insights and suggestions during the interaction meeting held at NIAS, Bangalore on 9th July, 2009.

Dr. K. Kasturirangan, Chairman and members of Karnataka Knowledge Commission deserve my special thanks. I will fail in my duty if I do not acknowledge the role of members of the secretariat of our Commission, in particular that of Dr. B. K. Vinayachandra, Research Associate and Sri T. K. L. N. Setty, Office Executive.

Finally, I thank all others who have helped us directly and indirectly in the course of the preparation of this report.

14th October, 2009
Bangalore

M. K. Sridhar, PhD.,
Convenor,
Expert Committee on Reform and Rejuvenation
of Universities of Mysore and Karnataka
Karnataka Knowledge Commission

Expert Committee on Reform and Rejuvenation of Mysore and Karnataka Universities

Members	Prof. P. Rama Rao Chairman, Governing Council, ARCI, Hyderabad
	Prof. (Dr.) N. R. Madhava Menon Member, Commission on Centre-State Relations, New Delhi
	Prof. Goverdhan Mehta Chairman, National Accreditation and Assessment Council, Bangalore
	Prof. M. S. Thimmappa Former Vice-Chancellor, Bangalore University, Bangalore
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1. Preamble

Karnataka has been well recognised as the seat of higher learning in India. Since pre-independence days, the State of Mysore has fostered the cause of higher education with all seriousness and eagerness. Over the years, higher education in Karnataka has witnessed an impressive growth. Today, Karnataka has 15 state Universities and 1 central University. Besides, there are several Deemed Universities and Centres of Excellence like Indian Institute of Science, Raman Research Institute, Jawaharlal Nehru Centre for Advanced Scientific Research, Indian Institute of Management, National Law School of India University, National Institute of Mental Health and Neuro Sciences and Institute for Social and Economic Change. Yet, Karnataka has to go a long way in addressing the knowledge challenges of 21st Century. Higher education has to be equipped significantly better in its march towards excellence, inclusion and equity. This calls for radical reforms and rejuvenation of the existing University systems. Towards this goal, this report presents a blueprint and roadmap in respect of Mysore and Karnatak Universities.

Any process involving the strengthening and rejuvenation of higher education has to proceed from Universities. Each University is a world in itself with all its diversities and challenges. But the work of restructuring, rejuvenating and revitalising the Universities is a matter of urgency. Attempting to restructure all the 15 Universities of Karnataka at one go and

around one model or other would be nearly impractical. In this regard, if the Universities have a roadmap which they can look up to and emulate, benefit from its expertise and experience, the intended task in higher education is substantially met with relative ease. The best Universities across the world may have a lot to offer in terms of best practices followed therein but their existence, structure and functioning are related to an entirely different environment from what prevails in our country. Hence, there is a need to have a couple of trend- setting Universities in Karnataka which can set standards for higher education. In this context, this report is an attempt at fresh initiatives aimed at transforming the affairs of higher education in two of the oldest Universities – Mysore University in south and Karnatak University in north - in the state of Karnataka.

2. The Approach of the Committee

The Chairman of Karnataka Jnana Aayoga (Karnataka Knowledge Commission),

Dr. K. Kasturirangan, constituted an expert committee on 12th May, 2009 with the following terms of reference.

The committee is mandated to address,

1. The existing structure of governance and the need to re-look at the same consistent with the goals of excellence and efficiency.
2. The adequacy and quality of teaching staff, research programmes and infrastructure.
3. Flexibility in curriculum management, process of student admission and conduct of examinations.
4. The issues of funding, including innovating means of raising additional finances such as creation of centres of excellence.

The first meeting of the committee was held on 4th June, 2009. The committee decided to visit the two Universities. The visits were intended to help the Committee to gain a firsthand appreciation of the present state of the two Universities and challenges facing them. Further the Committee desired to elicit inputs from the authorities, faculty and students of the two Universities with regard to their vision, expectations and aspirations. The

Committee visited Karnataka University, Dharwar on 27th June 2009 and Mysore University, Mysore on 8th July 2009. The Committee found the documentation and several suggestions provided by the Universities very helpful in concretising its own recommendations. The Committee also received useful inputs from former Vice-Chancellors, senior academicians and corporate leaders during an interactive session with them in Bangalore on 9th July, 2009. An informal dipstick survey covering about 100 students, 50 faculty members and 30 non teaching staff of these two Universities was carried out by a small team of Karnataka Knowledge Commission in order to capture the perception, receptivity to change and suggestions for reforms. At the end of these exercises, the Committee got the impression that the concerned stakeholders have the desire and the capacity to transform themselves as centres of excellence and efficiency.

Based on above exercises, many pressing issues were identified by the committee. These have to be necessarily addressed if excellence is to be achieved. The issues of concern identified include the following

- External interference in University affairs
- Sanction and renewal to UG and PG courses and affiliation of colleges
- Conduct and management of examinations of affiliated colleges

- Talent management which includes sourcing, attracting, developing and retaining talented students and faculty members.
- Resource management which includes utilization and generation
- Rigidity of academic structure and compartmentalization of disciplines
- The mindset of people and the culture of the organisation
- Response to changing expectations of internal and external stakeholders
- Management of change in terms of technology and others within and outside

3. Guiding Principles

‘The Committee to Advise on Renovation and Rejuvenation of Higher Education’, headed by Prof. Yash Pal articulates the idea of a University –

‘A University is a place where new ideas germinate; strike roots and grows tall and sturdy. It is a unique space, which covers the entire Universe of Knowledge. It is a place where creative minds converge, interact with each other, and construct visions of new realities. Established notions of truth are challenged in the pursuit of Knowledge.’

Such pursuit of knowledge has to be central to the process of reforms of Mysore and Karnataka Universities. The Committee considers the following elements as key to the very idea of a University.

3.1 Autonomy

Autonomy is a fundamental principle of any educational institution. This is not just absence of interference but more to do with self management and independent functioning. This autonomy has to be enjoyed by the University in terms of academics, administration and financial affairs. In other words, this has to be reflected in governance, faculty selection, curriculum development, work culture, student discipline, collaborations,

partnerships and resource management. This principle of autonomy needs to percolate down to every micro unit of the University.

3.2 Delegation and Decentralization

If autonomy has to serve its purpose, the University has to delegate the functions and evolve a well coordinated and responsible style of governance at all levels. The two Universities need to promote the spirit of democratic participation of all concerned in the decision making process. This can happen only when the authority is delegated and decentralized to all the functionaries concerned. They must be responsible and accountable for the roles and tasks assigned to them.

3.3 Universality

Another guiding principle is Universality in approach to and coverage of disciplines. The Universities should have broader perspectives in their vision and functioning. This requires attention to a broad range of disciplines and promotion of interdisciplinary and multi-disciplinary approach in teaching and research programmes.

3.4 Diversity

Given the diversity of the country and its people, the composition of faculty, students and academic programmes must reflect the socio-economic and cultural mix of the region and the country. This is the idea of inclusiveness and equity in educational development.

3.5 Flexibility

Finally, the principle of flexibility in academic and research architecture is essential for innovation and experimentation. Such flexibility will go hand in hand with the other guiding principles like universality and diversity because the needs and expectations of diverse sections and disciplines are not necessarily same. Such flexibility has to be reflected in academic programmes, choice of subjects of study and mobility from one course to another.

These principles, among others which the University community may adopt for themselves, must be the foundation for rejuvenating the Universities concerned.

4. Structural Changes for Autonomy and Development

4.1 A case for separate legislation

Most of the state Universities of Karnataka are governed by the provisions of Karnataka State Universities Act 2000. Universities like Rajiv Gandhi University of Health Sciences, Visvesvaraya Technological University, Kannada University, National Law School of India University etc., are guided by separate legislations. The proposed Universities to be developed as Universities of excellence may find it difficult to function within the existing framework of a common legislation. Hence, there is a need for enacting a separate law for Mysore and Karnataka Universities for the purpose of developing them as trend-setting Universities. The proposed new legislation could be common to both these Universities and must incorporate all the features as proposed in the integrated package. While formulating separate legislation, it is necessary to take cognisance of state policy, guidelines of UGC and other bodies and recommendations of various committees and commissions from time to time.

4.2 One University, Two Systems

Today one of the chief areas of concern in the Universities of Karnataka and Mysore is the affiliation of 475 and 184 colleges respectively of varying quality. The University and its senior authorities are preoccupied mostly

with affiliation issues and conduct of examinations for the affiliated colleges. Related statistics have been appended (Appendix I). This results in diminished importance to the essential roles of University such as pursuit of academic excellence, visioning, leadership, effective management, strategic alliances, networking and resource mobilization. It is noted that Karnataka and Mysore Universities generate 15% and 12% of total resources from affiliation and conduct of examination respectively.

The credibility and the image of the University are affected by incidents of malpractice and mistakes in the process of affiliation and conduct of examination. Many a time, the quality of the University is judged by the way these processes are handled rather than by the extent of generation of knowledge and their applications. Hence, the concept and idea of the University has become, in popular perception, synonymous with affiliated colleges and conduct of examinations. Under the circumstances, it is becoming difficult to imagine a University without the dominance of business of affiliation and massive examination operations. Such perception of University is contributing to dilution of academic character and educational goals of the University. Based on the experience and perceptions, it is felt that it is educationally unsound to combine the unitary and affiliating characters in the same system.

In view of this, it is proposed that Mysore and Karnataka Universities need to have at least two broad governing systems – one related to research and

post graduate education and the other concerning the management of standards of affiliated and autonomous colleges pursuing mostly UG courses. These two systems will have separate management, staff, structure and resources. The existing teaching and non-teaching staff, physical, material and financial resources could be shared between these two University systems. It is desirable to have a mechanism for overarching coordination between these two systems.

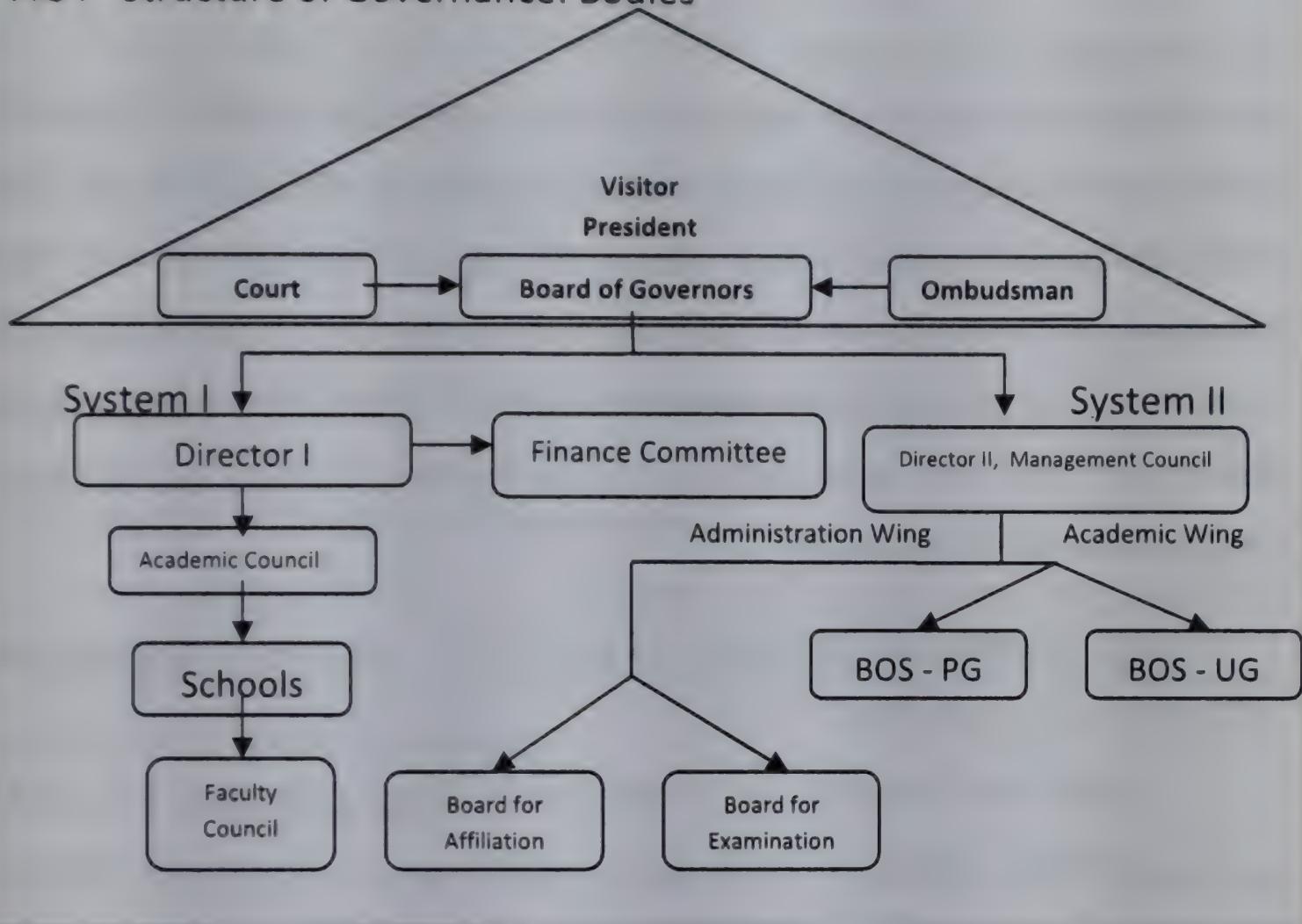
The present structure as per Karnataka State Universities Act 2000 is characterized by the following governing bodies:

1. Office of the Vice-chancellor
2. Office of the registrar, registrar (evaluation), and finance officer
3. Syndicate
4. Academic Senate

Syndicate is the apex executive body of the University with the

4.3 Proposed Structure of Governance

FIG I - Structure of Governance: Bodies



The above scheme presents a broad picture of the two systems contemplated in the Committee's recommendation. The principle involved is to separate administrative aspects of the affiliated colleges which requires specialised attention on a continuing basis from the mainstream academic development of the University. Besides, the policy, vision and leadership are separated from management and implementation. There is also separation of academics and academic administration. The entire

structure is proposed to promote quality and excellence in both systems and to restore the generation and application of knowledge function of the University. (Appendix II)

4.4 Diversity in Character

Diversity is an important ingredient of a University as it is a place for convergence of universal knowledge irrespective of caste, creed, race, religion, gender, region and nationality. Such diversity in the very character of University would facilitate innovation, out of box thinking and creativity. The principle enunciated in Rgveda ‘Let noble thoughts come from every side’ has to be reflected in the faculty, students and academic programmes of a University.

Following measures are suggested to incorporate diversity in the character of these two Universities

- Faculty and students are to be from different regions of Karnataka, different states of India and a small proportion from different countries of the world.
- It is desirable to have at least one international programme under Schools of humanities, social sciences and management. In the case of other schools, the diversity could be brought in the form of certain papers or modules in a paper.
- Students could be encouraged to carry out their dissertation, project work and assignments in any part of the country and wherever needed in foreign countries.

- Opportunities could also be explored for introducing twinning programmes in collaboration with some of the best known Indian and foreign Universities.

4.5 Academic and Research Architecture

The trend-setting University needs to have an appropriate and excellence-oriented architecture in academics and research. This ambience builds a culture, a climate and an urge for achieving excellence and quality. Then, the faculty and the students would pick up necessary cues and not leave any stone unturned in their march towards excellence.

4.5.1 Design of Academic Programmes

The very design, content and structure of the courses and academic programmes offered by these two Universities have to be innovative, contemporary and trend-setting.

○ Course structure

In addition to the Undergraduate and post graduate programmes offered by the University, there have to be integrated PG and PhD programmes. Every School of the University need to have integrated PG and one integrated PhD programme. The UG programmes offered in constituent colleges of the University have to be designed in such a way that the students would have vertical mobility into PG and PhD programmes. Further, there can be four year UG programmes in select areas which have great

potentiality for learning and specialization. This will also facilitate entry into foreign Universities.

- **Choice Based Credit System (CBCS)**

Choice Based Credit System (CBCS) is to be introduced in the Universities. Every student is required to earn a minimum number of credits in a cluster of subjects grouped for the prescribed degree and should also have freedom to acquire the rest of credits from other clusters. The degrees are granted on the basis of completion of requisite number of credits altogether.

- **Flexibility and Mobility**

The course structure has to be designed in such a way that the students could move from one area to another, subject to certain conditions, within the purview of the school. Further, the students could also move from one school to another subject to certain restrictions. Freedom could be given to the students even to select subjects based on their interest and aptitude. The University could also think in terms of allowing the student to attend classes of any subject of their choice not necessarily for the purpose of assessment and credit calculation. Option could be given to the students to have a break from the course for pursuing a project or an assignment.

- **Interdisciplinary and Multidisciplinary approach**

The PG programmes to be offered by the University need to be more interdisciplinary and multidisciplinary in nature. Any course offered under a school needs to have the perspectives of the other areas of the school. It is advisable to pick up perspectives on areas outside the school as well. The idea is to enable the student to develop an integrated approach to knowledge. The University could also introduce limited number of programmes which are multidisciplinary in character. The University has to come out with a basket of all such programmes and courses which can be chosen by the student. The subjects offered in a course could also be categorised as major and minor depending upon the credits.

- **Assessment**

The assessment has to be continuous if the effectiveness of the above said characteristics of the trend-setting Universities are to be ensured. Term examination, assignments, project works, internships, publications of paper, case studies, social projects, community interface, quiz, seminar etc., could be given appropriate weightage. Grading system and CGPA could be adopted. Trimester system of teaching and assessment as

prevailing in the National Law School of India University, Bangalore, could be introduced in place of the present semester system.

4.5.2 Curriculum Management

The curriculum and course contents of the various academic programmes to be offered by these two Universities have to be relevant to the needs of not only the immediate society but also to the challenges of global society.

The following are suggested in this regard

- An in-depth scientific analysis of the needs of the society is to be carried out and then the course contents are to be designed based on it. The expectations of the user systems like industry, public systems, NGOs and other social bodies have to be ascertained in carrying out this exercise.
- The course outline must spell out the attitudes, knowledge and skills to be addressed by the syllabi.
- Emerging areas of technology and scientific knowledge are to be considered while developing the course contents.
- The dimension of ethics and values need to be incorporated and addressed by all the subjects in courses and academic programmes.

- Every subject must have a significant component of practical application.

- The academic programmes and their course contents have to be revised on a continuing basis.
- A review committee consisting of experts drawn from India and abroad need to be constituted in every school for design and review of the courses and contents.

4.5.3 Pedagogy

The pedagogy followed by the faculty is critical for the success of academic programmes. In fact, the methodology followed will create necessary enthusiasm and interest among the students.

The following measures are suggested

- The pedagogy has to be collaborative, participatory, student centric and experiential in nature.
- The faculty members need to undergo Faculty Development Programme (FDP) once in two years for not less than thirty days both in terms of knowledge updating and pedagogic tools and techniques.
- It is desirable to have a lead resource institution for the purpose of FDP for every school of the University.
- Introducing scientifically reliable format on teacher evaluation by student is beneficial in this regard. The student feedback could also be given appropriate weightage in the overall performance appraisal of the faculty.

- Every teacher should prepare and circulate a book of instruction of the course divided into convenient modules each containing learning outcomes, reading materials, methods of instructions and evaluation etc.

4.5.4 Research Architecture

The quality and quantum of research and innovation carried out is a litmus test for the knowledge creation dimension of the University. These are reflected in the PhD programmes, research projects undertaken, innovations made and patents generated. The research publications of the faculty and the research monographs published by the University become the hallmark of quality of research. This has to be ensured in the proposed trend-setting Universities with the following.

- There has to be qualitative screening on the entry into PhD programmes through an entrance test and publications.
- There has to be coursework for about nine months with prescribed number of credits for both full time and part time PhD programmes.
- Half yearly progress reports of the research scholars have to be mandated.
- Every faculty should carry out research projects either sponsored by the University or outside agencies.

- Flexi working hours for the purposes of consultancy and extension work has to be introduced.
- Extension centre and consultancy cell could be established in every school of the University.

6 Association and Connectivity

A trend-setting University could be developed in isolation. It has to have linkages and connectivity with select leading academic and research institutions. Such interfaces would not only enhance the academic and research capability but also ensure right orientation and direction. There is need for appropriate institutional mechanism in the form of an independent cell or a centre or a board for the said purposes. There should be a provision in the budget of the University for operationalizing the same. In this regard, following features could be incorporated into the proposed two Universities in Karnataka.

- The University need to identify and enter into MOU in the areas of pure science, applied science, humanities, social sciences, management and others with selected renowned institutions in India to start with. Subsequently, this could be extended to select institutions and Universities abroad.
- This association could encompass exchange of faculty, exchange of students, faculty development programmes, sharing of knowledge resources and publications and research monographs

from time to time. Appropriate broadband and other means of connectivity could be established for this purpose.

- Renowned academicians and professors of these institutions could be invited either for a course or short term or long term lecture assignment at the University on the guidelines framed by the Board of Governors.
- The various events, workshops, seminars, conferences and other programmes organised by these renowned institutions could be thrown open to the students and faculties of the two Universities.
- As regards research, the faculty members of these institutions and the two Universities could collaborate on studies and projects.
- Such interactions and alliances could also be with certain industries, industry associations, professional bodies and research labs. The students and faculty could be deputed for observation, project work, assignments, research studies and consultancy as the case may be to bodies associated with the trend-setting University.
- A scheme of mentorship could be introduced especially to the younger faculty members of these two Universities with senior academicians and professors of the renowned institutions. Retired professors and others could also be thought of in this regard.

7 Resource Management

Management of human, financial, knowledge and physical resources become the corner stone of a trend-setting University. Such management involves utilization, mobilization and creation of various resources. Such management has to be reviewed and audited from time to time.

7.1 Human Resources:

These include the teaching faculty, non teaching staff and students of the University.

- The faculty recruitment has to be carried out by the board of appointment constituted by the board of governors. BOA consists of renowned academicians and industry people. Experts not connected with organisation could also be explored. The president will be the head of board of appointments which will also include the dean of the respective school along with 3 external experts. The selection has to be based on objective and quantitative criteria which will be uploaded into the website subsequently.
- The process of such recruitment needs to be completed 3-6 months before appointment comes into force. The selected faculty member could undergo a minimum of courses and orientation before he/she joins the University.

- In exceptional cases, renowned academicians and researchers could be invited directly by the Board of Governors without any such process of selection for a specified term.
- As regards the existing faculty, every faculty member has to compulsorily undergo minimum of one month faculty development for every three years of service in addition to attending specified number of conferences, seminars apart from research projects and publications.
- There has to be 360 degree performance appraisal for all faculty members every year based on teaching, research, consultancy, extension work, curriculum design, study materials prepared, books published, research guidance, participation and presentation of papers in seminars, conferences etc., and social contribution. Additional weightage could be given for international activities and interaction with user systems. This appraisal could be based on review by peers, superiors, subordinates and students.
- The non teaching staff also need to undergo training and development for a minimum of one week in a year in addition to an orientation programme at the time of promotion or recruitment.
- In the matter of promotional posts, it is important to avoid inbreeding by allowing a certain proportion to be filled through lateral entry.

- The ratio between teaching and non teaching staff in the University at any point of time should not exceed 4:1.
- Outsourcing of certain non essential functions like housekeeping, transport, maintenance of civil constructions and equipments, hostel maintenance, guest house, boarding etc., could be decided by the Board of Governors.
- Every student will be admitted based on well designed admission test and subsequent interview. After selection, every student has to undergo an induction programme, one at University level and one at school level. Such training and development could cover soft skills, life skills, values, latest developments in the respective fields and industry trends. The University should prepare and announce in advance the schedule of orientation and training programmes in the year to follow.
- No student be denied admission because of financial constrains. The University has to design a liberal scholarship scheme to support such needy and deserving students. Further opportunities could also be explored to offer assistantships to the deserving students.

7.2 Financial resources

The planning and utilization of financial resources is an important area for the University. A perspective plan on the mobilization and utilization of

the resources has to be prepared periodically. This could take care of the ratio between the plan and non plan expenditure which has to be biased in favour of the plan expenditure. The utilization of available resources has to be given maximum attention.

- The financial resources have to be mobilized from various sources like block and special grants from the government, research grants from various bodies, fees from students, contributions from alumni and consultancy work rendered to industry and other bodies. Philanthropic contributions and CSR funds of Corporate should also be explored. The University should endeavour to recover at least 25% of cost by the way of tuition fees. The University could work out a scholarship scheme either with the government or with other bodies for financing the fees to be paid by the students.
- The capital expenditure of the University has to be less on buildings and constructions but more on augmenting facilities, laboratories and other equipments including ICT.
- A full fledged marketing and public relations division could be established in the University which will oversee the marketing efforts of branding and resource mobilization of the University.
- Selling of publications on the model of Oxford University press is an important source of revenue while enabling the faculty and students to publish their research products.

7.3 Knowledge Resources

The maintenance and access and dissemination of knowledge resources by the faculty and students is another important function of these two universities. Appropriate and emerging technology could be used for this purpose.

- The library has to be more of a knowledge centre of various resources in physical and digital forms. In addition to the hard copies of the books and journals, there has to be wide spread online and data base resources.
- High speed connectivity and accessibility to the resources of other good libraries of the country and abroad need to be ensured.
- A directory of online resources and databases could be displayed and disseminated subject wise for the benefit of student and faculty. This needs to be updated every month.
- The students and faculty could access all these resources from their own respective locations including classrooms. The University campus, hostel and staff quarters have to be wi-fi enabled.
- The dissertation, project work, assignments, thesis submitted, publications, research monographs, research project reports and publications of the University including various committee reports and annual reports are to be digitalized and made available to all the stake holders of the University.
- Special incentives and grants could be given by the University for writing books by the faculty members and others which can be published by the ‘Prasaranga’ (publication cells) of the University.

- The University could think of a depository of knowledge resources available with people and institutions in the form of local traditional practices, manuscripts and others for the purposes of security and necessary dissemination.

. The Roadmap

transformation of Mysore and Karnataka Universities into trend-setting universities is a gigantic task. Hence, this transition from present to desired status has to be evolutionary in nature. There are three phases in this process of evolution. They are discussed below.

I Phase (2009-2011)

This is a phase of preparation and initiation. Lot of thought process and decisioning is needed. Legal and statute related issues dominate this phase. Internal and external stakeholders need to be taken into confidence and consulted. Some of the measures to be taken are

- Preparation of a blueprint of trend-setting Universities by freezing their features and characteristics. Feedback and response of the trend-setting universities has to be ascertained. Commitment from members of various bodies, teaching and non-teaching staff is very essential.
- Preparation of a draft legislation and statutes. Cabinet approval and enactment of legislation by the Karnataka legislature have to be obtained. MoU has to be signed between Government of Karnataka and the concerned Universities. Necessary notifications have to be made regarding constitution of bodies and appointment of authorities.

- Constitution of Collegium of mentors and ‘Change Management’ project team for each of these two Universities. Workshops for senior functionaries of Universities on the blueprint and vision of these two Universities have to be conducted. A vigorous communication campaign needs to be launched for internal and external stakeholders.

5.2 II Phase (2011-2013)

This is a phase of academic and research orientation. In a way, it is more to do with the software of the trend-setting Universities. Some of the measures to be taken are

- Review of the progress of the first two years is needed. This would reveal the mid course corrections needed in the plan of action.
- New academic and research programmes have to be introduced. Sufficient preparation and home work has to be carried out in the first phase itself.
- MoUs with academic, research and industry bodies have to be initiated. International collaborations and faculty exchanges could be explored. A rigorous effort needs to be done to depute faculty to national and international events.
- Measures for generation of additional resources from within and outside have to be initiated.

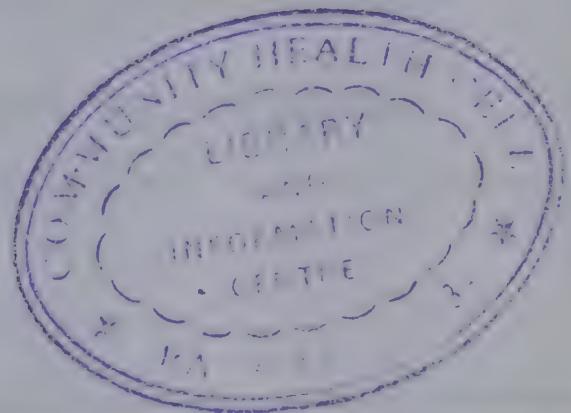
3 III Phase (2013 onwards)

This is a phase of stabilization and review of the entire experiment. Some of the measures to be taken are

- Detailed audit and review of the University has to be undertaken by an external agency. Renewal of the status as trend-setting University has to be based on this report.
- Preparation for the next five years has to commence. An action plan with scheduling and time lines need to be prepared.
- Publication and dissemination of the experiment and learning from the same have to be taken up.

Finally,

What matters is the passion and perseverance to transform rather than mere blueprints and reports. It is a collective and team effort lead by visionary leadership. Then and then only, trend-setting universities would usher in new era in higher education scenario of Karnataka.



Implementation of the Report

- A task force consisting of three members, one secretary from the Government, one member of Expert Committee of Karnataka Knowledge Commission and a renowned expert from management discipline, could be constituted for working out the details of the proposed law and statutes.
- Enactment of a new legislation by the Legislature for these two Universities.
- Constitution of a project team drawn from these two Universities for executing the project in a time bound manner. Suitable consultant could be appointed to handle the transition and change management. Help from professional bodies such

Data Pertaining to UG Courses in Mysore and Karnataka Universities*

Sl No	Aspects	Karnatak University	Mysore University
1	Affiliated Colleges	475	186
2	Students taking UG examination/semester	121318	87015
3	Days for completion of examination, evaluation and declaration of results	75	88
4	Number of Question papers set/semester	2472	1180
5	Expenditure on examination/semester in Rs.	4,65,00,000	6,42,00,000

* Data based on Dr. S. K. Saidapur's Report on Board for UG Education

Appendix II

Composition, Role and Functions of University Bodies and Authorities

University Bodies and Authorities common to both systems

(i) Visitor	Eminent Scholar/professionals recommended by the Board of Governors and appointed on invitation by the Governor for a period of five years. The Visitor presides over the meetings of the University Court.
(ii) President	To be appointed by the Visitor on the recommendation of the search committee constituted by the Board of Governors from among distinguished academics with capacities for managing large educational organizations. He/She is the president of the Board of Governors and will be responsible for the functioning of System I and System II

iii) Board of Governors This is the highest decision making authority of the University to whom all other bodies are accountable. 15 members – 8 members to represent the University's academic community including the President and the directors, 3 members nominated by the Government, 1 member representing industry, 1 member to represent civil society and the professions (all the four to be nominated by the Visitor). 2 members will be co-opted by the Board from amongst eminent members of the public with distinguished service in education. The President of University will be the ex-officio chairman of the board.

iv) University Court This is advisory in nature and will advice the board of governors from time to time. They can express their views and opinions on the affairs of the University which will be placed before the BOG. This will consist of nominees of GOK, Visitor in addition

to representatives of BOG, IISc, IIMB, ISEC, IIITB, CII, Donors and Alumni for a period of 5 years.

(v) University Ombudsman

A three member body of retired scholars/professionals known for their scholarship and integrity to be appointed by the Board for five years. To serve in an honorary capacity for receiving complaints and grievances and recommend action to the Board of Governors. To facilitate good governance by evolving Best Practices at all levels of University.

University Bodies and Authorities of System 1

(vi) Director

An eminent academician from within or outside the University appointed by the Visitor on the recommendation of President. His/her term will be co-terminus with that of the President of the University. The director is expected to supervise the day to day affairs of the System I of the University on delegation by the president.

vii) Manager, Administration An expert from administrative and management background to be appointed by the President on the recommendation of the Director. He is the head of administrative support systems and will assist the Director in smooth functioning of the System I of the University.

viii) Finance Committee A committee on finance to be constituted by the Board of Governors which will consist of the Director, Manager, two Deans and one external expert on finance to be nominated by the Board of Governors.

(ix) Academic Council 51 members – 30 to represent the University's schools for teaching and research to be selected according to rules framed for the purpose by the Board of Governors, 10 to be nominated by the Board from among distinguished academics from outside the University, 5 to represent the various professions and 5 from

industry and user systems. Director of system I to be the Chairman ex officio. All decisions on Academic matters will finally rest with this body.

(x) Deans	Every school to have a dean
(xi) Faculty Councils	Each School (cluster of areas/departments) will have a Faculty Council with a Convener appointed by the Academic Council. The Faculty Council is to consist of all area coordinators grouped in the School or cluster of institutions. It is the academic and administrative planning and implementation body accountable to the Academic Council of the University. It is the body that develops curriculum, organises teaching, conducts examinations, recommends scholarships, manages admissions, trains faculty for competitive excellence. It is where academic autonomy ultimately

resides. One student representative in each Faculty Council.

Authorities of System II

- i) Director
He/she will be responsible in running the day to day affairs of the System II of the University on delegation of the President.
- ii) Management Council
This council is responsible for the affiliation, examination, curriculum management and administration of affiliated and autonomous colleges of the University. This council is accountable for all decisions except those relating to policy and finance. Representatives of government, boards of studies in UG and PG, Principals of affiliated colleges and autonomous colleges, nominees of visitor, director and deputy directors. Director of the System II is the ex-officio chairman of this council. The maximum number of the council shall not exceed 15.

(iii) Boards for Affiliation & Examination

There will be separate boards to look after the temporary and permanent affiliation as well as autonomy for UG and PG colleges and for conduct of their examinations. Each of the board will have a deputy director who will be the ex office chairman of the board. Each board will consist of no more than 15 members from within the colleges and outside experts.

(iv) Board of Studies (UG)

There will be separate board of studies for cluster of related UG programmes. This board will decide on the courses, course structure, regulations, course contents, pedagogy, system of assessment, panel of examiners and faculty development. The board would also carry out empirical analysis of the results and come out with recommendations to the University every year on the steps to be initiated for improving the standards of education. This board can also look

into the academic programmes of autonomous colleges and provide feedback. The board will consist of academicians from PG departments of the Universities, subject teachers from affiliated and autonomous colleges and external experts. Senior most faculty member of the UG colleges offering these courses will be the chairman of the board.

v) Board of Studies (PG)

There will be separate board of studies for each PG department/programme. This board will decide on the courses, course structure, regulations, course contents, pedagogy, system of assessment, panel of examiners and faculty development. The board would also carry out empirical analysis of the results and come out with recommendations to the University every year on the steps to be initiated for improving the standards of education. The board will consist of academicians from PG

Departments of the University faculty of UG programmes of the affiliated and autonomous colleges subject experts and representatives from industry and professional bodies. Senior most faculty member from PG department of the University will be the chairman of the board.

ANNEXURE I

Karnataka Knowledge Commission Government of Karnataka

Dr. K. Kasturirangan
Chairman

Phone : 080-23601869
Email : kkrangan@ias.iisc.ernet.in

12th May, 2009

OFFICE ORDER

1. The Karnataka Knowledge Commission has been debating in its recent meetings regarding the need to upgrade the Universities of Karnataka in respect of improved performance and creation of Centers of Excellence. Considering the enormity of the task and the need to develop a benchmark for the same it has been decided in the first instance to select two universities which will receive special attention from the Government in this connection. Accordingly, it has been decided to identify University of Mysore and Karnatak University for the said purpose.

2. In order to come up with a comprehensive assessment and related action plan, the following Committee of eminent academics is constituted by Karnataka Knowledge Commission.

Prof. P. Rama Rao Chairman, Governing Council of ARCI, Hyderabad
Prof. Govardhan Mehta, CSIR Bhatnagar Fellow & Honorary
Professor, IISc,
Prof. M S Thimmappa, Former Vice Chancellor, Bangalore University.
Prof. N.R. Madhava Menon, Member, Commission on Centre-State
Relations, New Delhi
Dr. M K. Sudhar, Member-Secretary, Karnataka Knowledge
Commission, as Convener.

3. The Committee, among other things, will address the following:-

- a) The existing structure of governance and the need to re look at the same in consistent with the goals of excellence and efficiency.
- b) The adequacy and quality of teaching staff, research programmes and infrastructure.
- c) Flexibility in curriculum management, process of student admission and conduct of examinations
- d) The issues of funding, including innovative means of raising additional finances such as creation of Centres of Excellence

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4. The Committee may visit the campuses of these Universities, as necessary, to review, on the spot, the various aspects of functioning and performance. The Vice Chancellors of the respective universities as well as members of the academic staff and Registrar are requested to provide the necessary support to enable the Committee to make the assessment.
5. The Committee may duly take cognizance of the recent committee reports on the subject such as the Report of the National Knowledge Commission, MM Sharma Committee on reforming S&T education in Universities, Yashpal Committee as well as the Task Force on Higher Education under the chairmanship of Dr M R Srinivasan etc.
6. The Committee may make appropriate suggestions with regard to options from the point of view of implementing the same. Further, the recommendations may contain suitable phrasing in implementation strategy.

The Committee is requested to submit its report by July 15, 2009.



(K KASTURIRANGAN)
Chairman
Karnataka Knowledge Commission)

Annexure II

Important Events of the Committee

Sl No	Date	Event	Place
1	12.05.2009	Constitution of the Committee	
2	04.06.2009	1 st Meeting of the Committee	NIAS, Bangalore
3	27.06.2009	Visit & Interaction at Karnataka University	Karnatak University , Dharwar
4	08.07.2009	Visit & Interaction at Mysore University	Mysore University, Mysore
5	09.07.2009	Meeting with Former VCs, Senior Academicians and Corporate Heads	NIAS, Bangalore
6	16.08.2009	Final Meeting of the Committee	Indian Academy of Sciences, Bangalore



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Karnataka Jnana Aayoga
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